

California Standards for the Teaching Profession
Early Childhood Teacher
Standards and Teaching Performance Expectations
April 2018

The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

**in the Early Childhood Education (ECE) context, “students” is understood to refer to “young children,” from birth through age 8. The remainder of this document uses the term “children” in place of “students” unless the language of the CSTP is referenced.*

Introduction to this Document

Organization: This document uses the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California Early Childhood Teacher. The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to grades K-12, the content of the standards in this document has been specifically adapted to apply to the work of California Early Childhood Teachers, and to address teaching and learning for California’s youngest learners birth-age 8.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of beginning performance. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the order of the elements within each TPE do not indicate relative importance or value.

The *Teaching Performance Expectations* (TPEs) reflect the body of knowledge, skills, and abilities that beginning California Early Childhood Teachers should have the opportunity to learn and practice in preparation programs in California. Beginning California Early Childhood Teachers demonstrate their knowledge of the TPEs by successfully completing course work and engaging in fieldwork/clinical practice in the Early Childhood (EC) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator*

Competencies, California's Preschool Learning Foundations, California's Infant Toddler Development and Learning Foundations, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the Transforming the Workforce for Children Birth Through Age 8 national report. They require beginning California Early Childhood Teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and developmentally appropriate and supportive learning environments to meet the needs of every young child in his/her ECE setting, and to know and be able to apply child development as well as pedagogical theories, principles, and practices for the comprehensive education of children who are English learners, dual language learners, and Standard English learners.

Beginning California Early Childhood Teachers are expected to know how create inclusive learning environments and use their understanding of all children's developmental levels to provide effective learning experiences and appropriate assessment for all children, including children with disabilities, in the ECE setting.

Details about expectations for beginning California Early Childhood Teacher knowledge and performance are provided through the specific PE elements and narratives provided within each of the six CSTP Domains listed above.

Addressing the teaching and learning of all young children: Throughout this set of TPEs, reference is made to "children" This phrase is intended as a widely inclusive term that references **all** children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of "all children" applies whenever and wherever the phrase "children" is used in these standards and PEs.

Source Documents: The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California Early Childhood Teacher at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood Teacher would know or be able to do. The standards cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce.

The source documents are:

- *The California Standards for the Teaching Profession, California Commission on Teacher Credentialing, 2009*

- *The Teaching Performance Expectations*, California Commission on Teacher Credentialing, rev. 2016
- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Infant Toddler Development and Learning Foundations*, California Department of Education, 2009
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Institute of Medicine and National Research Council of the National Academies, 2015
- *The NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010

Job Role Addressed by this set of Standards and Performance Expectations: Teaching in an ECE setting. An Early Childhood Teacher provides service in the care, development, and instruction of children in a child care and development program and may also supervise the work of other adults in the specific ECE setting.

Standards and Teaching Performance Expectations for Beginning California Early Childhood Teachers

Standard 1

Engaging and Supporting All Young Children in Development and Learning

Standard 1: Narrative

Beginning California Early Childhood Teachers are knowledgeable of the typical and atypical progression of young children's cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., first and second language development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health. They also understand the primary role of the family in the development and learning of their children. They understand how these elements interact to facilitate development and learning, including the integral role in and effects of teachers, family, culture, and the community on children's development.

Beginning California Early Childhood Teachers are knowledgeable of the demographics, cultural backgrounds, and perspectives of the children and families served within the ECE setting. They understand how biological and environmental factors interact to influence children's development and learning, including the positive effects of consistent, nurturing interactions. They also understand how to help mitigate the negative effects of chronic stress and exposure to trauma on development, learning, and behavior. Beginning California Early Childhood Teachers recognize when additional screening and services may be needed from other professionals in the early childhood setting.

Beginning California Early Childhood Teachers collaborate with families, colleagues and the community to support young children's development and learning, and are knowledgeable of the locally-available care and education services for children and families as well as services in closely related sectors such as health and social services. They know how to access and effectively use these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning California Early Childhood Teachers communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and know how to set goals with families that prepare them to engage in complementary behaviors and activities at home and in the community that enhance children's development and early learning.

Beginning California Early Childhood Teachers understand and apply theories, principles, and practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English. They understand and use appropriate pedagogical approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and pedagogical practices for English language

development to assist children to achieve literacy in English. Beginning California Early Childhood Teachers understand and apply pedagogical theories and principles and practices for the development of children' academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas.

Beginning California Early Childhood Teachers use knowledge of a child's background and assessment of prior learning both in English and the home language, if applicable, to differentiate child-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the child in comprehension and production of Standard English. They are able to determine communicative intent, particularly with children at emerging and expanding English proficiency levels and with children who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning California Early Childhood Teachers design and implement learning experiences based on the child's level of English proficiency and academic achievement, keeping in mind that the child's individual needs vary and may be multifaceted. Additionally, they understand the difference among children whose learning need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning California Early Childhood Teachers assure that children understand what they are to do during learning experiences and monitor children's progress toward learning goals.

Standard 1: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Describe the typical progression of young children's cognitive (including first- and second language development, emerging literacy, mathematics and scientific concepts), physical and social-emotional development
- Differentiate characteristics of typical and atypical child development
- Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children's development
- Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children's development
- Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting
- Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge ("funds of knowledge") and cultural, language, and socioeconomic backgrounds, to engage them in learning
- Communicate and collaborate with families to support young children's development and learning

- Describe how to recognize when a child may need additional diagnosis and services, and demonstrate awareness of the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting
- Provide a supportive learning environment for children's first and/or second language acquisition by using research-based pedagogical approaches and demonstrate an understanding of the difference among children whose only instructional need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability
- Monitor children's development and learning and adjust learning experiences while teaching so that children continue to be actively engaged in their learning

Standard 2

Creating and Maintaining Effective Environments for Young Children's Development and Learning

Standard 2: Narrative

Beginning California Early Childhood Teachers demonstrate the skills to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. They understand how to and consistently use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to ensure predictability, maximize learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment.

Beginning California Early Childhood Teachers demonstrate the ability to promote positive social and emotional development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. They are able to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children's development and learning, and how to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They create and manage effective learning environments (physical space, materials, activities, classroom management) that promote children's learning.

Beginning California Early Childhood Teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, children come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California Early Childhood Teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning California Early Childhood Teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. Beginning They support all children' mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

Standard 2: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Establish positive primary relationships with young children and positive relationships with children's families
- Develop productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children, and adjust these as necessary to meet children's developmental and/or learning needs
- Demonstrate the ability to promote children's positive social behavior and self-regulation
- Set developmentally-appropriate expectations for young children's behavior
- Identify and implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts
- Recognize the effects of factors outside the setting on children's social-emotional well-being and are able to adjust the environment as well as classroom practice to help children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each child is treated fairly and respectfully by adults and peers
- Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children's learning
- Explain how an effective home-school-family connection supports children's development and learning
- Understand how to identify resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile

Standard 3

Understanding and Organizing Content Knowledge for Young Children's Development and Learning

Standard 3: Narrative

Beginning California Early Childhood Teachers demonstrate the ability to design and implement a linguistically- and developmentally-appropriate curriculum in early language and literacy, mathematics and mathematical reasoning, scientific reasoning and visual and performing arts. They demonstrate knowledge of typical learning trajectories in each content area and are able to plan a developmentally appropriate scope and sequence of learning goals, learning experiences, and pedagogical strategies.

Beginning California Early Childhood Teachers set appropriate individualized goals and objectives to advance young children's development and learning within and across the curriculum. They are familiar with California's *Infant Toddler and Preschool Learning Foundations* that provide guidance for the development and learning of the state's young learners and they understand their implications for planning the care, development, and learning experiences for all young children.

For infants and toddlers, they implement the four domains identified within the California Early Development and Learning System from the California Department of Education. They are familiar with the strengths and limitations early childhood curricular approaches, and with developmentally-appropriate pedagogy for key content areas in the early childhood curriculum.

Beginning California Early Childhood Teachers design developmental and learning experiences and sequences that highlight connections, relationships, and themes of the content areas across the early childhood curriculum, and they integrate the appropriate use of technology within instruction. They work with colleagues through collaboration and consultation to support children' engagement with learning. They also apply developmentally--appropriate pedagogical practices for the development of literacy, academic language, comprehension, and knowledge in the content areas of the early childhood curriculum for all children.

Standard 3: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- Understand and apply the principles of effective instruction and facilitation in each content domain when planning and organizing curriculum and learning experiences
- Describe typical learning trajectories in different domains of development and their implications for curriculum design
- Understand and demonstrate how to interact with children in ways that support their content learning and developing skills

- Understand and demonstrate how to adjust a curriculum to meet the needs of young children and to address differences in young children’s skill levels and learning styles
- Identify key content appropriate for young children as identified in the *California Infant/Toddler and Preschool Foundations and Curriculum Framework* for planning developmentally appropriate curriculum and learning experiences for young children
- Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children’s learning in each content domain
- Use knowledge about children and learning goals to organize the curriculum to facilitate children’s understanding of key content area concepts and make accommodations and/or modifications as needed to promote children’s access to the curriculum
- Set individualized goals and objectives for content learning for young children in the early childhood setting
- Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the *California Preschool Learning Foundations* and the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
- Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their learning development
- Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language relative to content areas within developmentally-appropriate learning experiences to promote the knowledge of all children, including the full range of English learners, Standard English learners, children with disabilities, and children with other learning needs
- Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting

Standard 4

Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

Standard 4: Narrative

Beginning California Early Childhood Teachers are knowledgeable of effective teaching strategies in early childhood content areas when planning instruction and designing developmental and learning experiences for all young children. They also apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and instruction to children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that facilitate children’s development and learning.

Beginning California Early Childhood Teachers apply knowledge of children’s cultural, linguistic, ethnic, economic characteristics, skill levels, and first- and second-language acquisition when planning learning experiences, and they create play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current technologies in learning experiences to promote children’s learning.

Beginning California Early Childhood Teachers advance the development and learning of children who are dual language learners. They understand and apply the use of inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays. They create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management) that promote children’s learning, and they involve families at home and in the community with the curriculum to support children’s growth and development.

Beginning California Early Childhood Teachers understand how to effectively use content area knowledge, content pedagogy, and children’s learning goals to design appropriate developmental and learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California’s Early Learning Foundations and their underlying principles. They provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children’s needs.

Standard 4: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Plan developmental and learning experiences in content areas, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- Describe general principles of effective pedagogy for young children, including ways in which children’s play as a teacher-guided, children-centered intentional learning opportunity can contribute to children’s academic learning
- Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum
- Use information from assessment data about children’s current status with respect to the *Infant Toddler and Preschool Learning Early Learning Foundations*, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children

- Understand and apply knowledge of the range and characteristics of typical and atypical Early Childhood from birth through adolescence to help inform planning learning experiences for all children
- Design and implement learning experiences that are intentionally developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the content area of learning
- Plan, design, implement and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:
 - appropriate use of instructional technology, including assistive technology
 - use of developmentally, linguistically, and culturally appropriate learning experiences
 - learning materials, and learning resources for all children, including the full range of English learners
 - appropriate modifications for children with disabilities
 - opportunities for children to support each other in learning
 - use of community resources and services as applicable
- Demonstrate how specific learning experiences would be adapted to address specific children's needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and second-language acquisition, as well as children's diverse learning styles, motivations, interests, skills, social and cognitive development
- Demonstrate planning that incorporates child-initiated and teacher-guided play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children's development and learning
- Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues and Master/mentor teachers as available
- Develop specific plans for engaging and partnering with families in supporting children's growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning
- Describe appropriate strategies for supporting home language for the youngest learners
- Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for infants, toddlers, and preschool age children
- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities access the curriculum

- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum
- Demonstrate effective planning of learning experiences and the use of educational practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education

Standard 5

Assessing and Documenting Young Children’s Development and Learning

Standard 5: Narrative

Beginning California Early Childhood Teachers understand and apply basic principles for observing, documenting, and interpreting children’s development as the context for curriculum development in all domains, play and social interactions. They know how to select assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California’s *Infant Toddler and Preschool Learning Foundations*. Beginning California Early Childhood Teachers select and/or design assessments for formal and informal use, as applicable, and consistent with policies and practices of the early childhood setting to document children’s progress and to guide their curriculum and pedagogical practices. They use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California Early Childhood Teachers use observational and other assessment results to understand individual children’s developmental progression. They also know how to use assessments to determine whether current pedagogical strategies are working for individual children, and to guide adaptations and improvements in pedagogical practices. Beginning California Early Childhood Teachers communicate assessment results understandably and appropriately to children and families, within applicable policies and procedures of the early childhood setting.

Beginning California Early Childhood Teachers use multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children’s academic and developmental progress. They support children in learning how to peer- and self-assess their work.

Standard 5: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies
- Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children

- Choose and/or use program- or site-identified formative assessment strategies appropriate for assessing a particular skill
- Identify and describe the key characteristics of culturally and linguistically appropriate assessments
- Interpret basic assessment findings from formative and summative assessments, seeking assistance as needed from colleagues or other professionals in the early childhood setting
- Describe how to apply assessment results to inform planning and learning experiences
- Develop a sample communication appropriate for children and families regarding children's assessment outcomes, as consistent with policies and practices within the early childhood setting
- Collect and analyze assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between children whose first language is English, English learners, Standard English learners, and children with language or other disabilities
- Interpret English learners' and dual language learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning learning experiences and sequences

Standard 6

Developing as a Professional Early Childhood Educator

Standard 6: Narrative

Beginning California Early Childhood Teachers are familiar with current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California Early Childhood Teachers understand how to collaborate and communicate effectively with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children's learning and outcomes.

Beginning California Early Childhood Teachers organize and supervise the work of other adults such as assistants and/or aides in the ECE setting. They understand how adults learn, and how to give constructive feedback and otherwise support their professional development to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program. They know how to communicate effectively with the program staff they may supervise, the program's Master Teacher(s) and administrator(s). They understand the importance of gathering and providing information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Master Teacher(s) and/or the program/site administrator(s). Beginning California Early Childhood Teachers are committed to continually developing their own skills as teachers.

Beginning California Early Childhood Teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning California Early Childhood Teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for all children's learning outcomes. They hold high expectations for all children.

Standard 6: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- Reflect on practice and use this information to improve teaching and learning in the EC context
- Demonstrate the ability to co-plan and co-teach with others such as other teachers, Master/mentor teachers, and others in the ECE setting
- Collaborate and communicate effectively with other professionals, where applicable
- Demonstrate effective strategies for supporting adult learning related to the teaching of young children
- Demonstrate how to organize and direct the work of other adults in the early childhood setting
- Demonstrate how to provide constructive performance feedback to adults
- Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors
- Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors
- Demonstrate their commitment to their own learning by taking advantage of available learning opportunities
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of children
- Exhibit positive dispositions of caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- Demonstrate professional responsibility for all aspects of children's learning and classroom management, including responsibility for the learning outcomes of all

children, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families

- Conduct themselves with integrity and model ethical conduct for themselves and others